



THE  
**ROBERT  
NAPIER**  
SCHOOL

# Early Career Teacher (ECT) Policy

*Amended: **Spring 2024** Next Review date: **Spring 2025***

*Reviewed & Approved by: **Governing body***

A **Beyond** ACADEMY  
SCHOOLS TRUST

## 1. Aims

The school aims to:

- Run a ECT induction programme that meets all the statutory requirements.
- Provide ECTs with a supportive environment that develops them and equips them with the tools to be effective and successful teachers.
- Ensure all staff understand their role in the induction programme.

## 2. Legislation and statutory guidance

This policy is based on the Department for Education's statutory guidance Induction for Early Career Teacher (England) and The Education (Induction Arrangements for School Teachers) (England) Regulations 2012.

The 'relevant standards' referred to below are the Teachers' Standards.

This policy complies with our funding agreement and articles of association.

## 3. The induction programme

For a full-time ECT, the induction programme will typically last for two academic years. Part-time ECTs will serve a full-time equivalent. We Follow the programme designed by Education Development Trust.

The programme is quality assured by Thames Gateway Trust School Hub, our 'appropriate body'.

### 3.1 Posts for induction

Each ECT will:

- Be provided with the necessary employment tasks, experience, and support to enable them to demonstrate satisfactory performance against the relevant standards throughout, and by the end of, the induction period.
- Have an appointed induction tutor, who will have qualified teacher status (QTS).
- Have a reduced timetable to allow them to undertake activities in their induction programme, with no more than 90% of the timetable of our existing teachers on the main pay range
- Regularly teach the same class or classes.
- Take part in similar planning, teaching and assessment processes to other teachers working in similar posts.
- Not be given additional non-teaching responsibilities without appropriate preparation and support.
- Not have unreasonable demands made upon them.
- Not normally teach outside the age range and/or subjects they have been employed to teach.
- Not be presented with unreasonably demanding pupil discipline problems on a day-to-day basis.



### 3.2 Support for ECTs

We support ECTs with:

- Their designated Mentor, who will provide day-to-day monitoring and support, with weekly in year 1 and fortnightly in year 2.
- The induction tutor will be there to provide, or coordinate guidance for the ECTs professional development. Carry out regular progress reviews throughout the induction period. Facilitate the assessment of the ECT against the professional standards (not against the ECF training) and to liaise with the Appropriate Body to ensure the ECT is fully qualified at the end of their 2-year induction.
- Observations of their teaching at regular intervals, and follow-up discussions with prompt and constructive feedback.
- Regular professional reviews of their progress, to take place, at which we will review their objectives and revise them in relation to the relevant standards and their current needs and strengths.
- Chances to observe experienced teachers, either within the school or at another school with effective Practice.

### 3.3 Assessments of ECT performance

Formal assessment observations will take place 3 times through the academic year, carried out by the Induction Tutor.

These assessments will be informed by clear and transparent evidence gathered during the preceding assessment period, and drawn from the ECT's work as a teacher, meeting with mentors and from their induction programme. Copies of the evidence relied on will be provided to the ECT and the appropriate body. These formal assessment reports will be completed that clearly show how the NQT is performing against the relevant standards.

At the end of the programme, ECTs will take part in a final formal assessment meeting. The outcomes of this meeting will be used by the headteacher to decide whether the ECT's performance is satisfactory against the relevant standards. The decision will be written up in a final assessment form.

The form will then be sent to the appropriate body, who will make the final decision on whether the ECT has passed their induction period.

### 3.4 At-risk procedures

If it becomes clear the ECT is not making sufficient progress, additional monitoring and support measures must be put in place immediately, meaning:

- Areas in which improvement is needed are identified.
- Appropriate objectives are set to guide the ECT towards satisfactory performance.
- An effective support programme is put in place to help the ECT improve their performance.
- If there are still concerns about the ECT's progress at their next formal assessment, so long as it is not the final assessment, the headteacher and/or the induction tutor will discuss this with the ECT, updating objectives as necessary and giving details of the improvement plan for the next assessment period.



## **4. Roles and responsibilities**

### **4.1 Role of the ECT**

The ECT will:

- Provide evidence that they have QTS and are eligible to start induction.
- Meet with their induction tutor to discuss and agree priorities for their induction programme and keep these under review.
- Agree with their induction tutor how best to use their reduced timetable allowance and guarantee engagement with their ECF-based induction programme.
- Provide evidence of their progress against the Teachers' Standards.
- Participate fully in the agreed monitoring and development programme.
- Raise any concerns with their induction tutor as soon as practicable.
- Consult their appropriate body named contact at an early stage if there are, or may be, difficulties in resolving issues with their tutor/within the institution.
- Keep track of and participate fully in the scheduled classroom observations, progress reviews and formal assessment meetings.
- Agree with their induction tutor the start and end dates of the induction period/part periods and the dates of any absences from work during any period/part period.
- Retain copies of all assessment reports.

### **4.2 Role of the Headteacher**

The Headteacher will:

- Check that the ECT has been awarded QTS.
- Clarify whether the teacher needs to serve an induction period or is exempt.
- Agree, in advance of the ECT starting the induction programme, which body will act as the appropriate body.
- Notify the appropriate body when an ECT is taking up a post in which they will be undertaking induction.
- Ensure that the requirements for a suitable post for induction are met.
- Ensure the induction tutor has the ability and sufficient time to carry out their role effectively.
- Ensure that the mentor has the ability and sufficient time to carry out their role effectively.
- Ensure an appropriate ECF-based induction programme is in place.
- Ensure the ECT's progress is reviewed regularly, including through observations of and feedback on their teaching and that progress reviews are sent to the appropriate body.
- Ensure that assessments (including any interim assessments) are carried out and reports completed and sent to the appropriate body.
- Maintain and retain accurate records of employment that will count towards the induction period.
- Ensure that all monitoring and record keeping is done in the most streamlined and least burdensome way.
- Make the governing body aware of the arrangements that have been put in place to support ECTs serving induction.
- Make a recommendation to the appropriate body on whether the ECT's performance against the Teachers' Standards is satisfactory or requires an extension.



- Participate appropriately in the appropriate body's quality assurance procedures.
- Retain all relevant documentation/evidence/forms on file for six years.

### **4.3 Role of the Induction Tutor**

The induction tutor will:

- Provide, or coordinate, guidance for the ECT's professional development (with the appropriate body where necessary).
- Carry out regular progress reviews throughout the induction period.
- Undertake two formal assessment meetings during the total induction period coordinating input from other colleagues as appropriate (normally one at the end of year 1 and one at the end of year 2, or pro rata for part-time staff).
- Carry out progress reviews in terms where a formal assessment does not occur.
- Inform the ECT following progress review meetings of the determination of their progress against the Teachers' Standards and share progress review records with the ECT, headteacher and appropriate body.
- Inform the ECT during the assessment meeting of the judgements to be recorded in the formal assessment record and invite the ECT to add their comments.
- Ensure that the ECT's teaching is observed, and feedback provided.
- Ensure ECTs are aware of how, both within and outside the institution, they can raise any concerns about their induction programme or their personal progress.
- Take prompt, appropriate action if an ECT appears to be having difficulties.
- Ensure that all monitoring and record keeping is done in the most streamlined and least burdensome way, and that requests for evidence from ECTs do not require new documentation but draw on existing working documents.

### **4.4 Role of the Mentor**

The mentor will:

- Regularly meet with the ECT for structured mentor sessions to provide effective targeted feedback.
- Work collaboratively with the ECT and other colleagues involved in the ECT's induction within the same school to help ensure the ECT receives a high quality ECF-based induction programme.
- Provide, or broker, effective support, including phase or subject specific mentoring and coaching.
- Take prompt, appropriate action if an ECT appears to be having difficulties.

### **4.5 Role of the Governing Board**

The Governing Board will:

- Ensure compliance with the requirement to have regard to this guidance.
- Be satisfied that the institution has the capacity to support the ECT.
- Ensure the headteacher/principal is fulfilling their responsibility to meet the requirements of a suitable post for induction.
- Must investigate concerns raised by an individual ECT as part of the institution's agreed grievance procedures.
- Seek guidance from the appropriate body on the quality of the institution's induction arrangements and the roles and responsibilities of staff involved in the process.
- Can request general reports on the progress of an ECT.



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*Review Cycle: **Recommended annually***

*Next Review date: **Spring 2025***

*SLT Responsibility: **Assistant Headteacher Teaching & Learning***

*Approval Level: **Governing body***

*Reviewed & Approved by: **Governing body Spring 2024***

